**Structured Small Group Program Template**

**Staying Cool**

**Goal/ Purpose:** The group members will learn and implement coping skills to improve their ability to express and manage angry feelings. The purpose of this group closely aligns with the school’s mission to equip students with the tools they need for academic, personal and social achievement.

**Population:** This group will be comprised of 7th grade female students at a Title I Richmond Public School. This group is intended for up to 8 participants, all of which have been prescreened and are appropriate for group therapy participation. All of the participants scored low on the Basic Needs Survey and met at least one of the following two criteria: the student has had at least one disciplinary referral for displaying verbal or physical aggression in the last six months or a teacher referred the student to the group due the student’s difficulty expressing/managing anger appropriately.

**Rationale/ Need:** The Bureau of Justice Statistics shows that the number of females in prison is the highest it has ever been and is continually growing. In fact, the Justice Department reports that “there were 103,310 women in state or federal prisons in 2004, compared to 12,300 in 1980” (“Women in prison,” n.d., para. 2). Specific to this school’s locality, U.S. News reported that “New Orleans and Richmond, Virginia had the highest murder rates in the country in 2009, according to the FBI” (Kurtzleben, D., 2011, para. 5).

Review of disciplinary records at Boushall Middle School indicates a high incidence of physical and verbal aggression amongst 7th grade students. Thomas (2001) points out that expression of anger can expression prevent acts of aggression, therefore a group that can improve student’s ability to express and manage anger appropriately is needed. Thomas also identifies that research supports the use of “cognitive-behavioral (CB) and rational-emotive (RE) interventions” (p. 43) for anger management groups, however, Thomas also explains that females have quite different anger triggers than males. Research shows that female anger is often caused by feelings of powerlessness (Thomas, 2001).

The school counselor developed a survey to assess 7th grade female student’s five basic needs (see Appendix A). The results of this survey indicated that many student’s basic needs, such as survival, belonging, power, fun, and freedom, are not being met. This inability to have their basic needs meet increases their chances of experiencing feelings of anger (Thomas, 2001). Therefore, a group tailored specifically to the unique needs of females, in relation to expressing and managing anger, is needed to prevent acts of aggression.

**Theoretical Orientation:** The counselor is primarily facilitating reality therapy based on Glasser’s choice theory (Corey, 2012). Counselor chose this theory because research shows that females and males “indicate very different cognitions, perceptions, and meanings of anger experiences” (Thomas, 2001, p. 46). Thomas (2001) suggests that anger management groups for females “should be tailored to address their most salient anger issues, rather than proceeding from a premise that standard CB class content should be delivered to everyone. Moreover, Thomas (2001) points out that a major source of females anger stems from experiencing a lack of power, which is one of the five basic needs. Therefore, this counselor is using choice theory to help students gain insight into how the desire to fulfill their personal needs is impacting their ability manage anger. Erford (2010) points out that “choice theory and reality therapy principles can be readily integrated into group work, and this approach has been successfully employed in schools in particular” (p. 234). The principles of choice theory and reality therapy align with the ASCA National Model, as Duba and Mason (2009) point out that “Reality Therapy practitioners have the potential to impact student academic achievement, career-decision making, and personal/social development” (p. 10).

**Ethical, Legal, and Multicultural Issues:**

Due to the racial composition of Boushall Middle School, it is likely that the majority of the group members will be African-American. Research indicates that African-American females anger is “different in several respects from Euro-American women: In fact, their anger cannot be fully understood without considering the racism to which they are subjected daily” (Thomas, 2001, p. 44). Therefore, special consideration will be given to exploring how racism contributes to feelings of anger and a group session will focus on this topic. However, it is important to note that research indicates Anger Management groups are effective with delinquent adolescents and African-American females (Thomas, 2001).

In considering the use of reality therapy and choice theory, it is important to realize that one of the possible limitations is that certain clients “may not feel that real environmental forces that are operating against them in everyday life are being taken into consideration” (Corey, 2012, p. 417). Therefore, the group leader must recognize environmental limitations and empathize with clients in regards to the environmental forces that they are unable to control. The group leader must remain focused on individual client needs and remain flexible in applying reality therapy. The counselor must make every effort to understand what it is like to be a African-American 7th grade student and must engage in self-evaluation of their own “attitudes, knowledge, and skills with a view to learning more about how other cultural values influence the behaviors of individuals” (Corey, 2012, p. 418).

Choice theory’s emphasis on the counselor creating a safe environment and establishing a positive therapeutic relationship is likely to benefit the group experience of multicultural clients. The counselor must be understanding, accepting, warm, caring, open, concerned, and must always show respect for the group members. The counselor can develop the therapeutic relationship by being an empathetic listener and using skillful questioning (Corey, 2012). The counselor will address topics that are relevant to the group members, based on their specific developmental level, gender, and culture.

All of the group members are minors, therefore, verbal assent will be attained from the student and written informed consent must be secured from the parent in order for the student to participate (See Appendix B). Counselor will respect and protect group member’s right to confidentiality, as well as promote adherence to confidentiality guidelines (ASCA, 2005). Counselor will ensure group members are aware of incidents which would result in a breach of confidentiality but would involve the client in the process if such an incident were to occur. Counselor will make every effort to ensure client’s right to confidentiality, however counselor will inform clients that confidentiality cannot be guaranteed due to the nature of the group setting.

**Recruitment and Screening:**

Counselor developed a Basic Needs Survey (See Appendix A) that will be administered to 7th grade females during homeroom. Prior to the survey being administered, counselor will meet with 7th grade teachers during their weekly grade level meeting to explain the purpose of the survey and to ensure that they are aware of how to properly administer the survey. Upon student’s completion of the survey, counselor will gather all surveys. Each surveys answers will be coded (Almost Never = 1, Sometimes = 2, Often = 3, Almost Always = 4) and each survey will be given a total by adding each statement’s corresponding number. The lower the total, the higher the indication that this student’s basic needs are not being met. Counselor will select 30 students with the lowest scores and will review each student’s disciplinary referrals/student records. Any students who have received a disciplinary referral in the last six months for verbal or physical aggression will be selected.

During the next weekly 7th grade teacher’s meeting, counselor will present the list of the 30 students and will explain which students have been selected to participate based on disciplinary referrals. Counselor will seek teacher’s input and ensure that there are no other students on the list who should be included or ruled out, based on the student’s difficulty expressing or managing anger. Once the list of potential participants, up to 15 possible students, has been devised the counselor will then conduct interviews with each of the potential participants.

During the interview, counselor will explain the group that will be offered and inquire if the student is interested in participating in the group. If the student is interested in the group, provides assent, and seems to be a good fit (based on counselor’s assessment during the interview), then the counselor will contact the student’s parent via phone to explain the group, discuss confidentiality, and process the importance of obtaining their written informed consent. If the parent expresses interest, the informed consent will be sent home with the student. Any students who return the written informed consent will be allowed to participate in the group. It is anticipated that through the prescreening process, the group size will be filtered down to 8 members. Counselor will make sure that any students who are ruled out, but still present with many of their basic needs being unmet, will be offered individual counseling, appropriate referrals, and/or resources.

**Structure:** This is a closed psycho-educational group that meets weekly for ten sessions (Down, R., Griffiths, J., Watts, L., & Willner, P., 2011). The group will be conducted in the small conference room adjacent to the school counselor’s office. The group will meet during the first 30 minutes of 3rd period, which is 7th grade elective period.

**Core ASCA Standard(s):**

Identify and express feelings (PS:A1.5)

Develop effective coping skills for dealing with problems (PS:B1.4)

Learn techniques for managing stress and conflict (PS:C1.10).

Apply effective problem-solving and decision-making skills to make safe and healthy choices (PS:C1.8)

Take responsibility for their actions (A:A3.1)

**Core State Academic Standard(s):**

The student will give and seek information in conversations, in group discussions, and in oral presentations (SOL 7.1).

The student will identify the relationship between a speaker’s verbal and nonverbal messages (SOL 7.2).

The student will read and demonstrate comprehension of a variety of informational texts (SOL 7.6).

**Objectives:**

Objective 1: Group members will read and complete the Anger Inventory worksheet, as evidenced by completion of the activity in the group setting.

Objective 2: Group members will identify at least two feelings in the group setting, as evidenced by written expression of the feelings on the worksheet.

Objective 3: Group members will accept responsibility for their actions in the school setting, as evidenced by journaling about their anger and responses to angry feelings.

Objective 4: Group members will verbally identify at least one trigger of angry feelings in the group setting as evidenced by counselor observation.

Objective 5: Group members will practice using relaxation techniques in the group setting as evidenced by counselor observation.

Objective 6: Group members will use a relaxation technique in the school or home setting to manage stress or angry feelings as evidenced by journaling about the experience.

Objective 7: Group members will identify at least four out of five basic needs in the school or home setting, as evidenced by writing these needs in their journal.

Objective 8: Group members will learn 4 coping skills to use when their needs are not being met, as evidenced by observation in the group setting.

Objective 9: Group members will verbally express their anger without becoming aggressive during role plays, as evidenced by observation.

**Program Evaluation:** The program will be evaluated by conducting a post-test, using the same Basic Needs Survey that the group members completed prior to being a part of the group. Counselor will compute simple descriptive statistics and will look for a gain in scores. The counselor will ask group member’s teachers to complete a brief survey, related to the effectiveness of the program, which will be developed as an outcome measure by the counselor. Additionally, counselor will attend a 7th grade weekly teachers meeting to seek qualitative data by asking teachers specific questions aimed at evaluating the effectiveness of the group. Counselor will incorporate assessment of knowledge during the termination stage by quizzing participants and will assess program effectiveness throughout the life of the group through the use of personal growth charts (Erford, 2010).

**Session 1**

**Title:** What’s this anger stuff all about?

**Brief Summary of Session:** Counselor will conduct an icebreaker activity “Two Truths and a Lie” to facilitate rapport building and cohesion of the group. Counselor will work with the group to establish group rules. Counselor will use skillful questioning to explore the meaning of anger and will provide a definition of anger by incorporating group member’s input. Counselor will provide a worksheet “Anger Inventory” (found at http://www.denvergov.org/Portals/424/documents/1429\_001.PDF) for participants to complete. Counselor will conduct a discussion to process the activity, will allow participants to offer input, and will link participant’s input to their basic needs (survival, love, fun, power, freedom). Counselor will provide each participant with a journal and will encourage participants to keep a log of their anger over the next week.

**Theoretical Orientation:** Counselor is primarily facilitating reality therapy based on Glasser’s Choice Theory (Corey, 2012). Counselor chose this theory because research shows that females and males “indicate very different cognitions, perceptions, and meanings of anger experiences” (Thomas, 2001, p. 46). Moreover, Thomas (2001) points out that a major source of female’s anger stems from experiencing a lack of power, which is one of the five basic needs. Therefore, this counselor is using Choice Theory to help students gain insight into how the desire to fulfill their personal needs is impacting their ability manage anger.

**Specific Group Technique:** Counselor will model appropriate group behavior and begin to establishing rapport with participants to set the tone for a healthy therapeutic relationship. Counselor will initiate an ice-breaker activity and will establish group rules. Counselor will use a worksheet to increase participant’s emotional intelligence related to their feelings of anger. Counselor will conduct a group discussion and will use skillful questioning to process their answers on the worksheet. Counselor will educate participants about their basic needs, according to Glasser’s Choice Theory, and will help them to identify how their needs may relate to their feelings of anger. Counselor will assign a homework assignment to further increase participant’s awareness of anger.

**Duration:** 30 minutes

**Materials/ Media:** Anger Inventory worksheet (found at <http://www.denvergov.org/Portals/424/documents/1429_001.PDF>), poster for group rules, markers

**Core ASCA Standard(s):** Group member will identify and express feelings (PS:A1.5). Additionally, group members will take responsibility for their actions (A:A3.1)

**Core State Academic Standard(s):** In accordance with Virginia 7th grade Standards of Learning (SOL), group members will identify the relationship between a speaker’s verbal and nonverbal messages (SOL 7.2). Additionally, group members will read and demonstrate comprehension of a variety of informational texts (SOL 7.6).

**Objectives:**

Objective 1: Group members will read and complete the Anger Inventory worksheet, as evidenced by completion of the activity in the group setting.

Objective 2: Group members will identify at least two feelings in the group setting, as evidenced by written expression of the feelings on the worksheet.

Objective 3: Group members will accept responsibility for their actions in the school setting, as evidenced by journaling about their anger and responses to angry feelings.

**Assessments**: Counselor will use the Anger Inventory worksheet to assess participant’s anger. Counselor will use observation as an informal method of assessment.

**Procedures/ Instructional Strategy:**

OPENING: Counselor will welcome students to the group and will begin with an icebreaker activity “Two Truths and a Lie.” Counselor will explain that each student is to think of two things about themselves that are true and one thing that is not true. Counselor will go around the circle and have each participant share their three things. Counselor will allow other group members to guess which thing is a lie. As the activity progresses, counselor will identify any noticeable similarities amongst the group members to increase group cohesion. At the conclusion of the activity, counselor will explain the importance of having group rules and will work collaboratively with the group members to establish group rules that everyone can agree to adhere to. Counselor will provide a poster board for group members to write the group rules on.

WORKING: Counselor will conduct a discussion to explore the meaning of anger and will use participant’s input to provide a definition of anger. Counselor will process the importance of becoming aware of anger triggers and the way they respond to feelings of anger. Counselor will provide the Anger Inventory worksheet for each participant to complete.

PROCESSING: Counselor will conduct a discussion, using skillful questioning, to process the participant’s answers and input related to the worksheets. Counselor will point out similarities amongst group members and will normalize feelings of anger. Counselor will point out how some of the triggers to anger are related to their basic needs not being met.

CLOSING: Counselor will explain that the concepts covered today (anger & needs) will be the focus of future sessions. Counselor will provide the homework assignment, as described below, and will explore any possible obstacles to completing the homework. Counselor will end by instilling hope and beginning a tradition of ending each group with the following affirmation: “I have the power to choose how I respond to others and how I react to my anger.”

**Homework/ Ownwork**: Counselor will provide group members with a journal and ask participants to keep an anger log for the next week. Group members will be given an example of an anger log and instructed on how to complete the homework assignment.

**Group Stage and Emerging Issues:** This group is occurring in the initial stage. It will be imperative for the counselor to establish a safe, inviting, and confidential environment. Counselor will model appropriate group behavior, specify group rules, review goals of group, work to establish trust, promote positive interactions amongst members, reinforce positive social skills, resolve any problems that may arise, and instill hope (Erford, 2010).

**Session 2**

**Title:** Relax your mind

**Duration:** 30 minutes

**Brief Summary of Session:** Counselor will conduct a check-in to explore any situations that have caused clients to feel angry over the last week. Counselor will explore client’s existing knowledge of relaxation techniques and will introduce the idea of using guided visual imagery and music to relax. Counselor will conduct a guided visual imagery activity and will play a song that will further increase client’s state of relaxation. Following the activity, counselor will conduct a group discussion using skillful questioning to process the activity.

**Theoretical Orientation:** Counselor is primarily facilitating reality therapy based on Glasser’s Choice Theory (Corey, 2012). Counselor chose this theory because research shows that females and males “indicate very different cognitions, perceptions, and meanings of anger experiences” (Thomas, 2001, p. 46). Moreover, Thomas (2001) points out that a major source of female’s anger stems from experiencing a lack of power, which is one of the five basic needs. Therefore, this counselor is using Choice Theory to help students gain insight into how the desire to fulfill their personal needs is impacting their ability manage anger.

**Specific Group Technique:** Counselor will use skillful questioning, guided visual imagery, and a music intervention (Erford, 2010). Counselor will reinforce that their way of responding to anger is their choice and will educate students on how to make better choices (Duba & Mason, 2009). Students will be challenged to evaluate their own behavior and counselor will provide a journaling homework assignment for students to describe how they are using a relaxation technique (or some other coping skill for those who do not wish to practice relaxation techniques).

**Materials/ Media:** Steel Pulse song “Your House,” CD player or computer

**Core ASCA Standard(s):** According to ASCA National Standards, group members will learn techniques for managing stress and conflict (PS:C1.10). Group members will also develop effective coping skills for dealing with problems (PS:B1.4).

**Core State Academic Standard(s):** In accordance with Virginia Standards of Learning (SOL) students will give and seek information in conversations, in group discussions, and in oral presentations (SOL 7.1).

**Objectives:**

Objective 1: Group members will verbally identify at least one trigger of angry feelings in the group setting as evidenced by counselor observation.

Objective 2: Group members will practice using relaxation techniques in the group setting as evidenced by counselor observation.

Objective 3: Group members will use a relaxation technique in the school or home setting to manage stress or angry feelings as evidenced by journaling about the experience.

**Assessments**: No formal assessments will be used during today’s session, however, counselor will use observation to assess if objectives are being met. Furthermore, clients are asked to use their journal to complete the homework assignment, therefore, counselor will use the journal as an assessment tool to determine the completion of Objective 3.

**Procedures/ Instructional Strategy:**

OPENING: Counselor will open session by asking participants to share any situations that caused them to feel angry over the last week. Counselor will validate and normalize feelings of anger. Counselor will introduce the idea of using relaxation techniques to manage angry feelings. Counselor will ask participants to identify any relaxation techniques that they are aware of. Counselor will introduce today’s topic of using guided visual imagery and music as a relaxation technique.

WORKING: Counselor will encourage participants to sit comfortably in their chair and to close their eyes if they are comfortable doing so. Counselor will verbally walk participants through a deep breathing exercise. Counselor will then ask participants to visualize a person that they love, a person who fills their needs, and to continue visualizing that person throughout the guided imagery activity. Counselor will verbally guide the participant to visualize themselves holding hands with the person and walking through a quiet rainforest. Counselor will describe a beach that they can see through the trees. Counselor will describe the sensations the person is experiencing as they walk through the rainforest and will encourage them to focus on the feeling they have as they are holding the hand of their loved one. As the counselor guides the participant and their loved one toward the beach, the counselor prepares the participants by explaining that they will soon be hearing music that is intended to further intensify their relaxed and peaceful feeling. The counselor encourages the participants to continue visualizing themselves with their loved one as they continue through the activity. Before playing the song, the counselor explains that they are getting closer and closer to the opening of the forest to the beach. The counselor explains that it is beginning to rain lightly, but not to worry because they can see the sun is out and the sky is clear through the opening to the beach. Counselor will play the song “Your house” by Steel Pulse. As the song ends, counselor encourages participants to open their eyes when they are ready.

PROCESSING: Counselor will ask participants to share how the activity made them feel. Counselor will ask students how they can incorporate music and imagery into their life to manage angry feelings. Counselor will prompt participants to consider obstacles to using these techniques in their daily lives and will explore other alternative coping skills to manage angry feelings..

CLOSING: Counselor will end the session by reminding participants that it is their choice how they respond to anger-inducing situations but will encourage students to consider using a relaxation technique this week if they become angry. Counselor will provide a homework assignment for participants to complete at least one journal activity in which they describe how they used a relaxation technique to manage angry feelings. As an alternative, for those students who do not desire to use a relaxation technique, counselor will encourage those students to write about another coping skill that they use during the week. Counselor will end by instilling hope and having the group say their group affirmation: “I have the power to choose how I respond to others and how I react to my anger.”

**Homework/ Ownwork**: Counselor will provide a homework assignment for participants to complete at least one journal activity in which they describe how they used a relaxation technique to manage angry feelings. As an alternative, for those students who do not desire to use a relaxation technique, counselor will encourage those students to write about another coping skill that they use during the week.

**Group Stage and Emerging Issues:** This group is occurring in the working stage. Members are working towards meeting their individual goals and the group is working toward meeting the overall group goal. This activity is appropriate for the working stage because the members have developed cohesion and the group has been established as a safe place to try out new behaviors/techniques. The counselor will support the group’s efforts to take on more responsibility within the group but will remain attentive to any difficult situations that may arise (Erford, 2010). The counselor will pay close attention to balancing the content and process of the group.

**References**

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition.* Alexandria, VA: Author.

Corey, G. (2012). *Theory and Practice of Group Counseling* (8th ed.). Belmont, CA: Cengage.

Erford, B.T. (2010). *Group Work in the Schools.* Boston, MA: Pearson.

Down, R., Griffiths, J., Watts, L., & Willner, P. (2011). Anger management groups for adolescents: A mixed-methods study of efficacy and treatment preferences. *Clinical Child Psychology and Psychiatry,* 16(1), 33**-**52.

Duba, J.D. & Mason, C.P. (2009). Using reality therapy in schools: Its potential impact on the effectiveness of the ASCA national model. *International Journal of Reality Therapy,* 29(1), 5-12.

Kurtzleben, D. (2011). The 11 most dangerous cities. In *U.S. News & World Report.* Retrieved from http://www.usnews.com/news/articles/2011/02/16/the-11-most-dangerous-cities

Thomas, S.P. (2001). Teaching healthy anger management. *Perspectives in Psychiatric Care,* 37(2), 41-48.

Women in prison. (n.d.). In *Sexual violence awareness fact sheet*. Retrieved from http://www.apastyle.org/learn/faqs/cite-website-material.aspx

Appendix A

Basic Needs Survey

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Place a check mark in the box that best fits your answer to the following statements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Almost Never | Sometimes | Often | Almost Always |
| 1. When I have a problem with a peer, I am able to resolve the conflict peacefully. |  |  |  |  |
| 1. I feel powerful when I make a good choice. |  |  |  |  |
| 1. I tell people how I am feeling. |  |  |  |  |
| 1. I am treated with respect by my teachers. |  |  |  |  |
| 1. I have everything I need to survive. |  |  |  |  |
| 1. I have friends at school. |  |  |  |  |
| 1. I am responsible for my actions. |  |  |  |  |
| 1. My parents tell me “good job” when I do something well. |  |  |  |  |
| 1. I feel loved. |  |  |  |  |
| 1. I am able to display my strengths at school. |  |  |  |  |
| 1. School is fun. |  |  |  |  |
| 1. My parents make sure I have everything I need. |  |  |  |  |
| 1. I have everything I need to be successful in life. |  |  |  |  |
| 1. I have fun when I am with my family. |  |  |  |  |
| 1. I am able to seek help from an adult when I need something at school. |  |  |  |  |
| 1. I feel like I fit in at my school. |  |  |  |  |
| 1. I complete my assignments without getting frustrated. |  |  |  |  |
| 1. I am given the freedom to make choices at school. |  |  |  |  |
| 1. My school is safe. |  |  |  |  |
| 1. I feel like others care about me. |  |  |  |  |

Appendix B

**Boushall Middle School**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

🞏Individual counseling 🞏 Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

🞏Emotional Concerns 🞏Academic Performance

🞏Behavioral Concerns 🞏Interpersonal Relationships

🞏Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_